

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

In many definitions, reading is a process of getting, catching, and understanding content of a written language. In line with Richard (2010) “reading is a process by which the meaning of written text is understood” (p. 483). Meanwhile, Rosenblatt in Moreillon (2007) defines “reading as a transaction among the readers, the texts, and the intentions of the author” (p. 19). Furthermore, He stated that reading is an active process that requires a great deal of practice and skill. It means that, reading is not only the process in which the reader reads the words, sentences or the texts but also the readers can understand the important point of authors in the text. In order to make the messages or information that come from the author can be understood and comprehended easily by the reader if readers have a good skill in reading.

By having a good skill in reading, readers can enlarge their knowledge and get lot of advantages from it. Besides as a skill, reading is clearly important. It is also the most important one because reading can help readers much more if they can read well. Harrison (2004) reminds that “reading is not only increases our life skills and extends our knowledge, but also goes

much deeper” (p. 8). In short, reading is an important skill that should be mastered by everyone in order to get information meaningfully from the text

According to Brown (2003), “there are several types of reading performance typically identified, and these will serve as organizers of various assessment task as follows”:

- 1) Perceptive, perceptive reading task involve attending to the components of larger stretches of discourse: letter, words, punctuations, and other graphemic symbols, bottom-up processing is implied.
- 2) elective, this category is largely an artifact of assessment formats. In order to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture cued task, matching, true/false, multiple choice, etc.
- 3) Interactive, the focus of an interactive tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.
- 4) Extensive, extensive reading applies to texts of more than a page up to and includes professional articles, essays technical reports, story, and books. (p. 189).

2. The Nature of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Dorn and Soffos (2005) “comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences” (p. 18). When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader’s mind. What we call deep reading has the potential to change the way we think and learn

In addition, Klinger et al, (2007) states that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency” (p.2). She also said reading comprehension involves much more than readers’ responses to text. It means reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Meanwhile, Syahputra (2014) “ reading comprehension the reader interacts with the message encoded in the text to generate an understanding of

the author's message" (p. 88). It means comprehension is capacity to grasp meaning in a text and also writer's idea.

Furthermore, Snow (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also stated that comprehension entails three elements, as follows:

1) The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (such as attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2) The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

3) The activity in which comprehension is a part

Reading activity has two functions are to lead to an increase in the knowledge a reader has and finding out how to do something. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring.

Regarding with the definition of reading comprehension above, the writer concluded that reading comprehension is a complex process in term of constructing the meaning in purposes to know what the text talks about. So, good comprehends have learned that they have control of the reading process. They actively construct meaning as they read, and they also direct their own comprehending by using basic strategies and by monitoring their own understanding.

According to Glaesser and Clark (1985) in Dorn and Carla Soffos (2005) “in comprehending the text, a good reader integrates four types of knowledge to sustain and expend their reading comprehension: generic, text, strategic and reflective” (p.14). They are:

1. *Generic knowledge* is the reader’s background information. Generic knowledge is the nonvisual (cognitive) information that the reader activates to construct meaning for a text.

2. *Text knowledge* relates to the precise message of the text, including content knowledge, vocabulary meanings, and text structure (i.e., knowledge of how texts are organized). This is the information the reader uses when directly interacting with the text. Without sufficient text knowledge, comprehension will be scanty, resulting in a narrow interpretation of the author's message.
3. *Strategic knowledge* is the reader's knowledge of specific strategies for problem solving, including cognitive strategies for sustaining and expanding the meanings of a text.
4. *Reflective knowledge* is the mind's ability to think abstractly. It involves thinking beyond the text. Reflective knowledge requires the reader to process information at deep levels, including the ability to synthesize, analyze, and critique information.

3. Teaching Reading Comprehension

Reading comprehension refers to reading for meaning, and understanding. Yet, not all students can understand the text read by their own selves. Therefore, students need a teacher to help them in understanding the text. Teachers must provide explanations, modeling, guided practice, and application of any new skill or strategy and teach students to use these comprehensions strategies flexibly and in combination with one another. According to Dorn and Soffos (2005) "teaching reading comprehension, as a

teacher has twofold challenge. First is to understand the complexity of the reading process. Second is to apply the knowledge to a teacher works with students” (p. 14).

Regarding the ideas above, McIntyre, et al (2011) in Zakir (2016) stated that there are some principles for teaching comprehension that the teacher should consider, as follows:

1. Teacher begins comprehension instruction in the earliest grades, even before children have moved into conventional reading.
2. Teacher considers the reader, the activity, and the text when planning instruction.
3. Teacher teaches comprehension strategies through explanations, modeling (of thinking and actions), and guided practice. Repeat them often.
4. Teacher helps learners understand when and why particular comprehension strategies are useful.
5. Teacher uses a range of text genres.
6. Teacher uses good books in which kids are interested.
7. Teacher conducts deep conversations about the meanings of texts.
8. Whenever possible, teacher employs paired or group learning.
9. Teacher plans for plenty of practice opportunities, especially in authentic contexts with real texts.
10. Teacher gives lots of feedback.

11. Teacher designs instruction that provides just enough scaffolding for students to be able to participate in tasks. (p. 16)

4. **Measurement of Reading Comprehension**

Measurement of Reading Comprehension is used to know whether the students comprehend reading or not. According to King and Stanley cited in Ratna Sari (2016) there are five components that can be a measurement in reading comprehension. They are as follows: (p.15)

a. Factual information

Yarmi (2012) said that factual information requires readers to scan specific details. The reader must be recognize the factual information in detail such as person, place, events, and time. (p.12)

b. Main idea

According to Wassman and Lee Ann Rinsky (2000) “the main idea makes a particular statement or emphasizes a special aspect of the topic” (p.114). The topic can be stated in a word or short phrase and may be often be mentioned or repeated over and over again, whereas the main idea is usually expressed as complete thought. Finding the main idea of the paragraph consisting of many sentences. Selecting the main idea not only in the begining of paragraph but also in the middle and at the end of paragraph. In short, finding main idea is an important thing in reading.

c. Vocabulary

Reading will not receive without mastering vocabulary. By having an adequate knowledge of vocabulary, students can comprehend the text more easily. Roit cited in Willis (2008) stated that vocabulary knowledge in students directly affect their later success in learning to read. It means that, vocabulary is important component that should be master to help readers be success in reading. (p. 80)

d. Reference

In order to avoid repeated words or phares, authors use reference words. King and Stainley cited in Syahputra (2010) said that recognizing reference words or phrases will help the readers to understand the reading passage. (p.12)

e. Inference

King and Stainley cited in Syahputra (2010) said that inference is one of reading component that has been understood by readers in reading text. Getting inference is understanding content of the text. So, readers have to be able to understand the implications which are inferred by authors. (p.13)

5. The Nature of Narrative Text

Narrative text is a piece of writing that tells a story in order to entertain the readers. The purpose of narrative text is to give amuse or entertain and deal with actual or imaginative experience in different ways. Syafi'i et. al

(2013) stated that narration is the telling or relating stories of events whether it tells a true story or fiction. In telling a story or relating events, it is useful to organize the events in chronological order, or time sequence (p.47). In narrative text typically contains action, dialogue, elaborate details, and/or humor. In conclusion narrative is story telling that the purpose is to entertain the reader and it tells a true story or fiction.

In addition, According to Richards and Schmidt, (2002) narrative is the written or oral account of a real or fictional story; the genre structure underlying stories (p.384). Common forms of narrative text which are studied in high school are:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings.

c. Science fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. So, based on explanation above, it can be concluded that narrative is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

Sudarwati (2007) said that narrative text has Language features and generic structures that is as its characteristics. (p. 74) They are as follows:

a. Language Feature of Narrative Text

- 1) Introducing personal participant: I, my group, etc.
- 2) Using chronological connection: then, first, etc.
- 3) Using linking verb: was, were, saw, heard, etc.
- 4) Using action verb: look, go, change, etc.
- 5) Using simple past tense

b. Generic Structure of narrative text (Sudarwati: 2007):

- 1) Orientation: introducing the participants, place and time.
- 2) complication: It is tell a crisis or a problem arises.
- 3) Resolution : It is a solution to the problem (for better or for worse).(p.52)
- 4) Reorientation: it is optional. Stating personal comment of the writer to the story.

Example of narrative text :

Why Do the Moon and the Sun Never Appear Together?

Long long ago, the Sun and the Moon lived happily together in the sky. They always appeared together during the day and night.

One day the Sun shone brightly so that it almost burned the Moon, The sunlight hurt the Moon's eyes very much. This made the Moon blind.

The Moon left the Sun although the sun had apologized to the Moon. The Sun loved the Moon very much, so he chased her. He chased and chased through the years and centuries but has never caught the Moon.

That's why the Sun shines during the day and at night the Moon appears. They will never reunite again.

(Source: Look Ahead 2, p.52)

6. The Nature of Paired Reading Strategy

Harmer (2001) said that the concept of teaching methodology consists of four aspects, they are: (p.78)

a. Approach

Murcia (2001) said that approach is something that reflects a certain model or research paradigm (theory). (p. 5) This refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. So, approach is the theories dealing with the nature of how to teach language and how language is learned.

b. Methods

According to Kalayo and Ansyari (2007: method is an overall plan for orderly presentation of language material- procedural-based on a selected approach. It means that, a method is the practical realisation of an approach. (p.4)

c. Technique

Richards and Richard (2010) stated that technique is a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or set up group activities (p. 590). In short,

technique is procedure of activity which is applied by teacher in classroom.

d. Strategy

Sanjaya (2006) said that strategy is a plan of operation to achieve particular purposes (p. 127).

As mentioned above, teaching and learning process needs concept of teaching methodology to gain a level of materials itself. In this research, One of the teaching methodology used is strategy. The strategy which is used in order to ease the students to comprehend the reading text called paired reading strategy.

Gerdes (2000) said that paired reading is a strategy in which students take turns tutoring one another (p. 30). pairs are started out by reading together to read alone during the session. Then, Lee Nes (1997) said that Paired reading is an instructional method that allows for structured practice in contextual reading. Furthermore, he explained that paired reading involves the pairing of two readers. The pairing may consist of parent/child, teacher/student, or student/student. As a reading partner, it can be an excellent role model for the student. It can help them gain better understanding of what they are reading by asking questions and talking about what they are reading. It can be seen that paired reading strategy can encourage peer teaching and learning. Students are divided into pairs which

consist of teacher/student or student/ student. Not only that, it also can be applied by parents who want to help their children in reading at home.

Ferrara (2005) cited in Ozdemir (2015) explained that Paired reading is a pedagogical method which is performed in company with strong and weak readers, which requires the student to read the relevant passage with the help of a partner, and which focuses on the development of developmental fluent reading. (p. 167) Rhodes and Shanklin (1993), found out that paired reading interaction helps the beginner readers to become people who are self-sufficient and need teacher's help less as well as cited in Griffin (2002).

According to Jim Wright (2002) "Paired reading is an ideal fluency-building strategy to improve less-skilled readers who are not confident in reading alone" (p. 1). In addition, Keith (1999) states that paired reading strategy is a straightforward and enjoyable way for more able readers to help less able readers develop better reading skill. (p.7) It is instructional incorporating fluency training into general education setting. Whereas, the teacher have the freedom of choosing materials which are part of their reading series to assist students that need additional fluency practice. Meanwhile, Mathes et al., (1994) cited in Stephanie (2000) states that paired reading is one of teaching strategy that is used to improve reading fluency and comprehension. (p.31)

From the statements above, it can be seen that paired reading strategy is a good way to help students who have problem with reading skill especially in reading fluency and comprehension. as we know that, Being able to read fluently, being able to understand what we read. students who are good in fluency, they will be easier in understanding meaning of the word in the text. So that, they can be easier to get information of the text. Nathan & Stanovich (1991) suggest that fluent word recognition may be a prerequisite for good comprehension and enjoyable reading experiences. In line with Gudschinsky (1973) cited in Lee Nes (1997) Fluency is a skill that develops with practice and observation and enables readers to read with greater understanding and comprehension. so, fluency and comprehension has relation each other. (p.5)

In paired reading, Pairs can have the same reading ability or can include a more fluent reader with a less fluent reader. Each student reads and provides feedback about their own and their partner's reading behaviors. Paired reading is a tried and tested method that can be used to help the student with reading.

Paired Reading can be used with many types of reading materials including student produced stories, and poetry. Paired reading sessions can be just as effective when readers read different texts like magazines, newspapers, non-fiction books and comics. paired reading sessions should

be fun and relaxed, and should give the student the chance to practise their reading comprehension.

According to Keith in Scotland paired reading strategy can be done as follows steps:

1. Before Reading

- a. It might seem obvious, but it's important that both students are comfortable and sitting side by side so that they can read together.
- b. If they are reading something new, start by talking about things like the front cover, the illustrations and what they already know about the subject matter. A bit of preparation will help them get ready to read and understand what they are reading.

2. During Reading

- a. start by reading together at the same pace.
- b. If one of students makes a mistake in reading a word, give them about five seconds and let their pair to put it right.
- c. At some point, let one of students read alone, the other is as a listener. When their pair make a mistake in reading alone, give them about five seconds to put it right. If they correct the word on their own, they can continue to read alone. It done take turn with their pair.

3. After Reading

When they have finished reading, there are many fun things that can be done to give them chance to reflect on what they have read. here are some ways that can be done :

- a. the teacher can make up quizzes for each other
- b. teacher can ask students to draw or make models of the characters or setting.
- c. Teacher can ask them to give their opinion what read. then, compare it to know they understand what they read or not.

Miller et al., (2010) said that the benefits of having a paired reading in classroom are extensive. Pairs can encourage throughout the session to discuss the book to develop enthusiasm and ensure that the tutee really does understand the content. It means that, by having paired reading students can read together and share each other. Besides, Keith (1999) have more explanation about the advantages of paired reading strategy. (p.3) They are :

- a. student are encouraged to pursue their own interests in reading material. They have more enthusiasm from reading about their own favourite things, and so try harder. Paired Reading gives them as much support as they need to read whatever book they choose.
- b. Students are more in control of what's going on - instead of having reading crammed into them, they make decisions themselves in the light

of their own purposes (e.g. about choice of books, going on longer than 10 minutes and going onto Reading Alone).

- c. There is no failure - it is impossible not to say a word correctly within 5 seconds or so.
- d. Paired Reading is very flexible - the student decides how much support is necessary according to the current level of interest, mood, degree of tiredness, amount of confidence, difficulty of the books, and so on.
- e. Student gets lots of praise - it's much nicer to be told when you're doing well, instead of just being moaned at when you go wrong.
- f. There's lots of emphasis of understanding - getting the meaning out of the words - and that's what reading is all about. It's no use being able to read the words out loud mechanically without following the meaning.
- g. Paired Reading gives continuity - it eliminates stopping and starting to break up' difficult words. Doing that often leaves children having forgotten the beginning of the sentence by the time they get to the end. With paired reading it is easier for students to make sensible guesses at new words, based on the meaning of the surrounding words.
- h. During reading together, student can learn (by example) to read with expression and the right pacing - e.g. by copying how the adult pauses at punctuation, or gives emphasis to certain words.

- i. Students are given a perfect example of how to pronounce difficult words, instead of being left to work it out themselves and then perhaps thinking their own half-right efforts are actually 100 per cent correct.
- j. When doing Paired Reading, students get a bit of individual peaceful, private attention from their parents, which they might not otherwise have had. There is some evidence that just giving children more attention can actually improve their reading.
- k. Paired reading repeatedly shows massive increases in comprehension that paired reading is certainly not just improving mechanical skills.

6. School Based Curriculum

Curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as guidance for implementation of learning activities to achieve specific educational objectives . (BSNP, 2006, p.2)

Islamic Senior High School Azzuhra is one of Senior High School used School Based Curriculum (SBC). School Based Curriculum (SBC) is operational curriculum that developed and implemented in each educational unit. School Based Curriculum consists of educational objectives, educational unit level, structure and content of education level curriculum, educational calendar and syllabus. (BSNP, 2006, p.3)

School Based curriculum includes English subject on 2005. According to Government's regulation no. 19 year 2005 entered the English subject into the group of science and technology. The objective of this group is to develop the logical, thinking, and analysis competences of students. In English subject, the students are required to gain the standard and qualified competence of English subject after finishing the study in an educational unit.

In this curriculum, the approach of teaching learning process which must be used by the teacher is student-oriented. This approach gives chances to the students to participate in learning process, so the students have to act actively in learning process. In line with chapter 2 and pasal 19 Government's regulation no. 19 year 2005 stated that the learning process a educational unit is established interactively, inspiring, exciting, challenging, motivating the students and give chances for creatively and be independently and it is appropriate with aptitude, interest and physical development, and students' psychology.

For English subjects in Senior High School, School Based curriculum has the scope as follows:

1. The ability of discourse, namely the ability to comprehend and / or produce spoken text and / or write are realized in the four skills language, namely listening, speaking, reading and writing integrated to achieve informational level.

2. The ability to comprehend and produce a variety of functional text short and monologue and procedure in the form of essays, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Gradation of teaching materials appear in use of vocabulary, grammar, and rhetorical steps.
3. Supporting competency such as the linguistic competence (using grammar and vocabulary, sound system, Grammar), sociocultural competence (using expression and acts as acceptable language in various contexts communication), strategic competence (solving problems that arise in the process communication with various ways to sustain communication), and forming discourse competence (using a forming tool discourse). (BSNP, 2006:308)

Then, the objective of School Based Curriculum for an English subject at Senior High School as follows:

1. Developing communicative competence in oral and written form to achieve informational level.
2. Developing awareness about the sense and significance of English in order to increase national competence in global society.
3. Developing understanding about the relationship between language and culture. (BSNP, 2006:308)

From explanation above, it means that School based curriculum demanded students to master four language skills (Speaking, Writing, Reading, and Listening) to achieve the objective of curriculum.

In this research, the reseracher only focuses on reading skill of the eleventh grade at Senior High School in second semester. School Based Curriculum explains that reading skill for Senior High School in second semester demand students to achieve standard competence and basic competence. The standard competence demand students to comprehend the meaning of monolog/ essay of *narrative, report and hortatory exposition* text in daily life. Whereas, the basic competence demand students to respond meaning and rhetorical steps in the essay that uses written language diversity accurately, fluency, and acceptably in the context of daily life and access knowledge in text form of *report, narrative and hortatory exposition*.

In short, there are 3 kind of text that should be comprehended by students in second semester, they are: report, narrative, and hortatory exposition through achieving standard competence and basic competence provided by Shcool based curriculum for Senior High School.

B. Relevant Research

Syafi'i (2014) stated that relevant research is required to observe some previous researches conducted by the other researchers in which they are relevant to our research itself. (p. 102). In this research, there two researchers found by the writer that they are relevant to the researcher's research. They are:

1. Siti Muslikah (2015). The title of his research is “The Effect of Using Paired Reading Strategy toward Students’ Reading Fluency in Narrative text of the Second grade at Islamic High School Darul Hikmah Pekanbaru”. In her research conclusion showed that teaching English by using paired reading strategy provides significant effect of students reading fluency of the second grade at Islamic High School Darul Hikmah Pekanbaru. It can be proven by calculation of students’ pre and post test scores that is analyzed by using SPSS 16 version. It found that students’ reading fluency after giving treatment for experimental class were better than control class. The similarity found by the researcher in this research is the same in method that is used. The difference found in this research is variable Y, the location, the subject and the object of the research. In this research, the researcher focused on reading comprehension. It was conducted in Islamic Senior High School Azzuhra Pekanbaru. After analyzing the data, the researcher found that the score of t_0 was higher than t table, which showed $(2.00 < 5.199 > 1.67)$. it meant that, the researcher found that there was significant difference between experimental class and control class. It means that there was significant different of students who taught and without taught by using Paired Reading Strategy on students’ reading comprehension in narrative text taught at the eleventh grade of Islamic Senior High School Azzuhra Pekanbaru.
2. Alper Murat Ozdemir (2015). The title of his research is “The Effects of Repeated and Paired Reading Strategy on Learning Disability “. It was a an

action research that aimed to solve a disabled student's problem by using repeated and paired reading strategy. In the research, a 8-week study containing 30 course hours was made. data was recorded by a video camera and was assessed later. When the data which was gathered at the beginning and the end of the one-to-one studies with the student, was assessed, it was seen that there are huge differences between student's reading progress at the beginning of the study and after the strategies were applied, at the end of the study. At the end of the research, the result was reached that repeated and paired reading effected the improvement of the student's reading disability by having progress percentages 96 %. It means, the implementation of Paired reading to Learning disability has good effect. The similarity found by the researcher in this research is the same in method that is used. The difference found in this research is variable Y, the location, the kind of the research, the subject and the object of the research. In this research, the researcher focused on reading comprehension. It was conducted in Islamic Senior High School Azzuhra Pekanbaru. After analyzing the data, the researcher found that the score of t_0 was higher than t table, which showed ($2.00 < 5.199 > 1.67$). it meant that, the researcher found that there was significant difference between experimental class and control class on students' reading comprehension in narrative text who taught by using and without using Paired Reading strategy at the eleventh grade of Islamic Senior High School Azzuhra Pekanbaru.

3. Kathryn Schneider (2007). The title of her research is “An Investigation into the effectiveness of paired reading with the incorporation of additional error corrective procedures”. The aim of this research was to examine the effectiveness of the Paired Reading intervention, a one to one instruction approach to improving students’ fluency, accuracy, and comprehension. After conducting this research, the researcher proved that this strategy can be promoted as a positive strategy to improve students’ fluency and comprehension. The teachers and parents are recommended to implement the strategy to their students.
4. Netti Susanti (2014). The title of her research is “Improving Students’ Reading Comprehension on Narrative Text by Using Partner Reading Strategy at MtsN Darussakinah Batu Bersurat, Kampar”. Based on the result of the research, students score before treatment was 68 with of the classical result 40% that located in enough level. While the cyclus 1 got score is increasing of students before. It was 74.33 with classical score was 66.67% that located in good level. while cyclus 11, got score is increasing of students too, was 80.33 with classical 86.67% in very good level. It can be concluded, the implementation of the strategy increase students’ reading comprehension at MtsN Darussakinah Batu Bersurat, Kampar. The similarity found by the researcher in this research is the same in Variable Y. Namely, Reading Comprehension. The difference found in this research is method, the location, the subject and the object of the research. In this research, the

researcher focused on reading comprehension. It was conducted in Islamic Senior High School Azzuhra Pekanbaru. After analyzing the data, the researcher found that the score of t_0 was higher than t table, which showed $(2.00 < 5.199 > 1.67)$. It means that there was significant different of students who taught and without taught by using Paired Reading Strategy on students' reading comprehension in narrative text taught at the eleventh grade of Islamic Senior High School Azzuhra Pekanbaru.

5. Keith J. Topping (2014). The title of this research is "Paired Reading and Related Methods for Improving Fluency". The purpose of the research is to know how Paired Reading works. The result of the research, The general pattern is that PR improves the reading skill in term of measured reading accuracy and comprehension for both tutees and tutors, provided it is organized correctly. Paired Reading resulted in greater fluency, fewer refusals (greater confidence), greater use of the context and a greater likelihood of self-correction, as well as fewer errors (greater accuracy) and better phonic skills.

C. Operational Concept

According to Syafii, (2013) "operational concept is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper" (p. 94). It means that operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make

it easy to measure. The operational concept is used to clarify the theories use in the research.

In this research, there are two variables used, they are variable X and variable Y. Paired Reading Strategy is an independent variable known as variable X and students' reading comprehension is a dependent variable known as variable Y. The indicators are as follow:

1. The indicators of variable X as an independent variable (Paired Reading strategy) are as follows :
 - a. Teacher divides students in pairs.
 - b. Teacher give them a reading text to be read.
 - c. Teacher asks students to make preparation before reading through discussing illustration that they know about the text that they want to be read.
 - d. Teacher asks students to read aloud the text in the same time, if one of them have a mistake in read a word, their partner should correct it.
 - e. After reading together, teacher asks them to read alone, and the other one should be a listener. it will be taken turn. When their partner are reading, the listener should listen it and give correction if their partner have a mistake in read a word.
 - f. After reading, teacher asks students to review what they read by having discussion, then theteacher makes up quizzes for each other, asks students to draw or make models of the characters or setting, asks students to give

their opinion what read. then, compare it to know they understand what they read or not.

2. The indicators of variable Y as a dependent variable (students' reading comprehension in narrative text) are as follows :
 - a. The students' ability in finding meaning of unfamiliar word (vocabulary) of the text.
 - b. The students' ability in identifying topic of the text.
 - c. The students' ability in identifying generic structure of the text
 - d. The students' ability in identifying reference of the text.
 - e. The students' ability in identifying inference of the text

7. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the students who are taught by using Paired Reading Strategy will have better reading comprehension, and the better implementation of Paired Reading Strategy in reading subject is the better comprehension will be.

2. Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

- a. The null hypothesis (h_0)

There is no significant difference of using Paired Reading strategy on students' reading comprehension in narrative text at the eleventh grade of Azzuhra Islamic School Pekanbaru.

b. The alternative hypothesis (h_a)

There is significant difference of using Paired Reading strategy on students' reading comprehension in narrative text at the eleventh grade of Azzuhra Islamic School Pekanbaru.